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ABSTRACT

Prepared for presentation to a "Consultation on the Cultural Dimensions of Learning and Development in the Young Child," this paper offers a series of policy recommendations as a guide to implementation of child service programs that are sensitive to cultural and group identity influences. The terms "ethnicity," "identity" and "culture" are defined, and it is emphasized that professionals must understand the culture of young children and their families and the way that culture diverges from the values and culture of public institutions. The bulk of the paper consists of specific policy recommendations for each of the following groups: researchers, child welfare agencies and professionals, employers and labor unions, government, training institutions, the media, schools, child/day care programs, and consumers (including children, parents, community, and ethnic or special interest groups). (BF)

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NUMBER 12

THE CULTURAL DIMENSION IN LEARNING AND CHILD DEVELOPMENT

NEW POLICY IMPLICATIONS

by

Jerome M. Seelig

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INSTITUTE ON PLURALISM AND GROUP IDENTITY

The Institute on Pluralism and Group Identity believes that if America is to survive as a healthy, pluralistic nation we must respond to the needs of individuals who identify as members of groups and give attention to the broad spectrum of group agendas. At the same time, every precaution must be taken to assure that competing group demands do not deteriorate into polarization, negativism or destructive group chauvinism.

An outgrowth of the National Project on Ethnic America, the Institute's aim is to bring the social sciences and the humanities into closer contact with the values and life styles of America's diverse groupings. We concentrate on developing effective links between scholars, practitioners, government officials and constituencies; formulating new policies and programs related to group status, group identity and group diversity; and publishing and disseminating materials designed to foster better understanding.

It is our belief that the goals of promoting the common good and developing cooperation and coalition are best achieved by recognizing diversity rather than igroring it.

THE CULTURAL DIMENSION IN LEARNING AND CHILD DEVELOPMENT

NEW POLICY IMPLICATIONS

Jerome M. Seelig

These policy recommendations were presented by Jerome M. Seelig to "The Consultation on the Cultural Dimensions of Learning and Development in the Young Child," held in Chicago on May 9, 1975. Mr. Seelig is the Assistant Director of the Midwest office of the American Jewish Committee's Institute on Pluralism and Group Identity. The Consultation, which was sponsored by the Institute, was an attempt to establish a broadened agenda for the child development field by bringing recent findings on the multi-ethnic factors to greater prominence. Practice and policy related to the reality of American ethnic and cultural diversity as it exists within white populations as well as among minority groups was emphasized.

The almost inevitable spread of child care programs will lengthen the number of hours the average child spends outside his home. Changes beyond child care and schooling have also increased the impact public institutions have on the child. Shifts in economic and social relations have lessened the importance of traditional family cultures. The church, ethnic group and extended families are diminishing forces on parent styles. The influences of schools, the media and other public institutions are constantly modifying familiar family values. Children are affected by these changes. Their values are increasingly shaped during the lengthening time spent in school and by the overwhelming amount of time most spend watching television.

Because these influences have such a profound effect and because they often create great conflict in children's perception of the "real world," it is vital that we design child development programs that are sensitive to and supportive of the child's own cultural heritage. Educational effectiveness is closely related to a child's self-image of her or his ethnic, racial, sex and class identity. Children give authentic signals based on their own experiences and backgrounds. Learning and social development are likely to suffer when the response to these signals is inadequate, insensitive or nonexistent.

As Congressional debate on the Child and Family Service Act

(the Mondale-Brademas bill) continues, the Institute on Pluralism and Group Identity believes it is timely for parents, professionals, community and special interest groups to join to help develop child service programs that are sensitive to cultural and group identity influences. The recommendations that I offer are a guide for implementing such programs and are designed to evoke support from a wide variety of groups.

I use the phrases ethnicity, identity and culture extensively and occasionally interchangeably. What do these terms mean and why should we be interested in better understanding the "cultural dimension" of the child? *Ethnicity* denotes the conscious and unconscious element or traits that separate one national or minority group from the other. Ethnicity is a sense of commonality or community derived from networks of family relations, which for generations have been carriers of common experience. Ethnicity is a critical factor in developing values, attitudes, perceptions, needs, modes of expression. It can be body language or reaction to pain, how we view education, what we eat, or how we raise our children.

Identity, like ethnicity, is both conscious and unconscious. It is a manifestation of the emotional, economic and social forces that make us who we are. A most pervasive force in identity is our ethnicity. *Culture* can be defined as a group's identity of ethnicity, be it the personal, symbolic, or the shared values of the community. Past and present culture, our identity, and how we choose to relate to our identity or ethnicity can shape the culture of the moment.

Culture and ethnicity so shape the lives of parents, children and professionals that the two become a dimension of learning and development. To better understand the child and the family, we need to understand the cultural baggage that the child brings to the school, pre-school or agency setting. Without understanding the culture of the child and the family, and how it diverges from the values and the culture of public institutions, it will be difficult for the professional or the institution to meet the child's needs. Inability to understand children of varying cultures will make it difficult for professionals to understand either development and problems of development in the child's learning and growth, or his family's ability or inability to cope.

The words development and learning are also used frequently and interchangeably. *Development* is defined as the process by which the child acquires cognitive skills, obtains knowledge, develops language and establishes a secure sense of identity as well as social skills. The mechanics of this process are debated by various schools or paradigms of child study. What follows reflects a borrowing from development psychology (the work of Piaget, Montessori, Vgotsky and others), also the work in linguistics, pediatrics, and other sciences that share a notion that a child's growth is developmental. In doing this, I have eliminated research differences and created a functional coalition necessary

in shaping child care and educational programs. This is done on an often-heard assurance from practitioners, researchers and professionals that alliances across the sciences must be built so that programs for children are "developmentally sound."

A major objective of the policy recommendations is to assure that: the growing debate over child development programs is conducted with a full recognition of the "cultural dimension"; and that a coalition-oriented strategy is achieved, rather than a divisiveness and conflict between community, special interest and professional groups. We see two growing demands: one for greater and improved child care services -- be it day care, after school programs, mental health, pediatrics, nutritional programs, etc.; and secondly, an increasing demand for programs that are culturally sensitive. Consumers want services and programs to understand them as a Pole, or black, or Asian, or Jew, and they also want these programs to understand what that culture should mean to their child. They demand that agencies and programs protect their children's sense of ethnicity, race, sex, culture and identity.

What follows is a set of recommendations, some tested and some not. They are intended to spur new thinking, to shape programs, policies and institutions. They are aimed at a variety of groups and institutions in this society including the *consumer* (embracing children, parents, ethnic and minority groups, special interest groups, and the community), *researchers*, *child welfare agencies* and *professionals*, *work* and *work place*, *government*, *training institutions*, the *media*, *schools*, and *child care programs*.

GOVERNMENT

Increased governmental activity is needed to generate programs in child care and child development. A goal of child care services for all who require or request it should be set and realized. Nationally 12.7 million mothers work; 4.4 million of them have 5.5 million children under six years of age and only 3% of these children are in licensed day care programs. This indicates an increase of 12% over 1970 figures and 69% over 1960. As of March, 1974, 60% of all wives (husband present) with school age children and 47% with children under the age of six have worked sometime during 1974; among black married women, 62% with children under six worked sometime in that period. The divorce rate is rising in society as a whole and the number of divorced women in the work force with school age children has risen to 68%. In Chicago 70,180 mothers of children under the age of six work. That means one-out-of-three pre-schoolers has a working mother, yet less than 5% of these children are accommodated by licensed day care.

Essential work is needed to provide child care and after-school services for all families including:

A. Subsidized day care facilities both in the community and at the work place.

B. More generous tax deductions for child care, since most working class families can still not afford unsubsidized services, and perhaps outright child care subsidies for young mothers who want to work.

The United States Congress has before it legislation referred to as the "Child and Family Services Act" which can move toward the guarantee of child care for all families. In the above recommendations I obviously urge the passage of such legislation. The following recommendations offer ideas that might help shape these programs:

A. Programs should be flexible and responsive to demand at various hours, providing services for parents whose work hours demand early morning or late hour care.

B. Future programs must incorporate various neighborhood and home day care strategies. Programs need to help the community establish its own child care facility while maintaining developmentally sound programs through the creative use of licensing and inservice training.

C. This requires government to not only fund the comprehensive program, but to develop programs at the neighborhood level. Programs will also be able to respond to crisis in the family, divorce, sudden illness or death, etc., through the use of the elderly, health aides and block parents.

D. The above recommendations are designed to create an ecology in child programs, to heighten the community's skills in solving its problems and meeting its demands.

E. Creation of multi-service family health centers, including preventive medical care and comprehensive treatment facilities, special women's and children's health programs providing information and counselling on family planning, maternal and child care; and possible enrollment on a neighborhood basis in low-cost health, accident and life insurance if not comprehensive insurance for all citizens.

F. Neighborhood information and referral centers, making it easier to obtain basic information

on child care, health and hospital facilities and related needs such as job training or municipal services, continuing education, or home loans for rehabilitation programs, as well as cultural and recreational events and the many other aspects of community life that are increasingly difficult to learn about and utilize successfully.

G. Various income maintenance and family stabilizing programs must be explored as we enter into recession and increasing unemployment; programs for full employment that include child care and welfare services must be created.

CHILD WELFARE AGENCIES AND PROFESSIONALS

A myriad of agencies, services, programs and professions exist to help children and parents. In the average week, a family may receive assistance from social worker, child care worker, psychologist, teacher, health and allied health professionals, etc., depending on their income and need. Yet for both rich and poor, for the healthy and for those families and children of special needs, there exists little coordination of programs and remarkably little availability of services. Coordination of these programs is needed as well as sensitizing these programs to the special needs of ethnic and minority cultures that they serve.

Programs must learn to use the various natural support systems through a multi-level approach in the communities they serve. This would involve delivery systems that include use of:

A. *the lay service system* which includes the friendship and kinship networks in which the family is involved and also community members who have a reputation for help giving.

B. *quasi-institutional services* which include various voluntary and community organizations as well as churches, all of which have contacts with the family and can be brought into cooperating strategies with professionals and formal governmental helping agencies.

C. the above *natural networks then can be integrated with the professional service agencies and interorganization efforts* among those agencies that bring families seeking help into the welfare sector through the networks that surround them in everyday life and which they turn to in times of personal stress or community crisis.

Once these programs have been built on these existing community networks, increased quality of service and sensitivity requires:

A. *Strong community involvement* in the design and operation of all programs, once it has been ascertained that they are both needed and desirable.

B. *Trained professionals* thoroughly sensitized to the social, familial, ethnic, economic, political and other characteristics of the working class communities.

C. *Flexible schedules* consonant with the work patterns of community residents.

D. *A sliding scale system* for fees for service rather than an income ceiling for eligibility.

E. *Socializing element and an attractive atmosphere* to minimize the "problem" and "client" orientation and emphasize communal aspects.

Services delivered to the child must reflect coordinated and culturally sensitive programs. This would include:

A. The need to provide health and psychological services to the child from prenatal years through the middle grades. Many child problems could be eliminated or better diagnosed and treated if they were discovered earlier. Child welfare programs need to expand nutritional and prenatal services and infant health programs. Community networks, innovative delivery systems and various community and para-professionals must be used in creating pediatric and diagnostic programs.

B. Coordination of programs and services delivered to the family including coordinating networks for the various helping professions incorporating teacher, child care worker, pediatrician, social worker and psychologist.

Agencies need to integrate child care and developmental programs with other family programs. Both the agency and the professional need to better understand the family as the center for stress and coping. Too often problems are removed from the coping ability of the family and community networks. In treatment of the family for problems such as divorce, alcoholism and mental illness, problems must be approached with the help of all family members. Families are also the center of ethnic and cultural lifestyle, which demands that professionals sensitize themselves to cultural factors.

There is a growing need for new and improved programs for the prevention and treatment of child abuse. Child abuse programs must work to create the networks of community involvement mentioned above. We need to better understand the causes of child abuse and the cultural differences in abuse among various families. We must also search for different treatment styles required by these various groups. Our efforts are particularly relevant due to increased strains put on all families as a result of the current economic crisis and the rapid social change which is impacting on many lives.

RESEARCH

Research, the researcher, evaluators and planners hold a key to the future success of all child care and welfare programs. There is an immediate need to create means of dialogue and implementation for both the researcher and community member. The researcher's past programs and ideas have often not impacted upon the practitioner. The researcher, evaluator or planner have many times been removed from the everyday practice in child care and delivery. Often we hear the complaint that the researcher has been forced into the proverbial ivory tower; yet there is a strong desire for avenues of communication between what are now separated pursuits of practice and theory. There is a need for:

A. *New philosophical and theoretical models* that create the framework to examine the requirements of cultural difference while meeting the special needs of differing styles of communication, parenting, and values that ethnicity brings to the child's learning and development.

B. Researchers working together *across their various paradigms or traditions* that have shaped child study, so that we move toward the developmentally sound programs called for in the introduction.

C. Models that *heed the significant cultural dimensions*. In the words of Barbara Bowman, of the Erikson Institute for Early Education, the model would "realize that kids are very much the same, but they respond to different stimula because of the cultural baggage that they pick up in the home, family, and community."

Researchers must examine all previous developmental models and programs in an attempt to understand the failure of earlier attempts to shape policy that too readily defined minority and ethnic children as "culturally and intellectually inferior." The programs which formed many of our HEAD START, FOLLOW THROUGH and early learning curriculums attempted to fit the child into the

dominant society rather than shape the curriculum for the particular culture of ethnic and minority children.

Shaping of future research, curriculum and evaluation must include:

A. A monitoring of testing and testing programs that have too often failed to properly understand the complex developmental process of children while stigmatizing minority and ethnic children as "intellectually inferior by their standards."

B. A safeguarding of children against the misuse of psychological and psychiatric programs including programs using drugs. These programs also have a legacy of finding minorities "retarded"; they've used drugs for ill-defined "hyperactivity" and failed to consider special cultural characteristics of child and family that are a part of learning and development.

Child development and public policy researchers need to coordinate their work with consumer and community groups to examine the interface between "what is to be done and what are we doing." Researchers need to better explore the total social context of children's lives including the significant others (adults, institutions, neighborhoods) that are too often ignored by the child researcher. In expanding their studies to include significant others and by looking at cultural dimensions, researchers should examine:

A. The impact of housing, neighborhood structure and design on the child. Which neighborhoods offer the best environment for the child, what are the significant differences brought about by a person's race or class and how can this knowledge impact upon our planning for future communities?

B. What is a good environment for child care, school or recreation? How can our knowledge of developmentally sound design impact on construction or rehabilitation and licensing requirements? How do people differ in their perception or need as to ethnicity, race or class on these questions of environment and space?

Researchers need to approach the question of parenting and family pattern in a cross-cultural manner. Culturally sensitive and developmentally sound programs require:

A. Researchers to explore how various ethnic and minority groups differ in their child raising styles. Child care, schooling and health programs need to create a dialogue between professionals and that can be achieved only if we are sensitive to various parenting styles.

B. Researchers must also look at parents' responses to various child welfare institutions and professionals. What are the differential communications styles that are created by a person's culture or class and how does that affect the parent's ability to work with others for the child's best interest. We have heard a great amount of testimony confirming that many ethnic, minority and working class parents have difficulty working with professionals or institutions which may have a different language, cultural style or values.

C. What are the particular needs of the rapidly increasing single parent home? Researchers and consumers must work together to use the natural support systems of community and extended families to help in the parenting process.

D. We need to know more about ethnic and working class people's attitudes toward child care programs. We need to continue examining differing communication styles of working class ethnics and minorities around issues of child care and child development.

SCHOOLS

A series of separate recommendations are directed to schools and child/day care centers. The first recommendation is that these two institutions must work closer together in the care and education of the child. Schools need to work with preschool programs in early prevention and diagnosis. A good example of this is the excellent program in the Evanston, Illinois, public schools, District #65, in Early Childhood Development which has screened all preschool children entering the Evanston schools over the past three years. Obviously, dialogue between preschool and school parents, administrators, professional and support workers must be initiated.

Schools offer subtle messages and signals in the classroom. Obviously, the curriculum and all that forms the school culture should be shaped to reflect the need to support the many cultures and identities that are brought to school by the children. The Institute on Pluralism and Group Identity has recently published an excellent guide, *THE SCHOOLS AND GROUP IDENTITY* by Judy Herman, which explores the various ways that educators can promote a multi-cultural setting and a curriculum that serves the cultural dimensions of learning and development. We must move towards cultural pluralism, which is best defined by a recent statement of the American Association of Colleges for Teacher Education: "Cultural pluralism is a concept that aims towards a heightened sense of being and wholeness of the entire society based on the unique strengths of its parts...To accept cultural pluralism is to recognize that no group lives in a vacuum -- that each group exists as a part of that whole." Attempts to solve the problem of group and ethnic identity in the education curriculum can be found in many of the suggestions advocated recently by school reformers, women's organizations and the labor movement. What is required is:

A. Curriculum and other educational materials must reflect the need for a multi-ethnic approach to education.

B. Textbooks and other educational materials that promote sex typing must be abolished and replaced with those that include positive role models.

C. School activities and resources must conform to equality and meet the special needs of women and minority working class children.

D. The culture of the school, the classroom and teaching styles must offer equal opportunity for both sexes as well as racial and ethnic groups. Recent studies by Dr. Joan Bean of the University of Massachusetts on the teaching of math and science to girls and large studies on teaching styles toward minority and working class students indicate both latent and manifest differences in the quality of classroom instruction offered minority or female students.

E. Bilingual and bicultural programs must be offered. We must support the learning and development of children of all nationalities and ethnic groups. Schools must initiate programs supporting the language

and culture of the home. We must expand model programs similar to those created by the Bilingual Resource Center which teach English and non-English speaking children in a bilingual/bicultural setting, supporting the child's native language and culture while exposing the child to English.

F. We need to continue our research on language acquisition while working in the schools and involving family and community to best improve the learning skills of children of all nationalities.

CHILD CARE AND DAY CARE FACILITIES

Although child care centers are becoming a central part of the lives of many preschool children, day care or child care still serves only a small percentage of the families that require it. We now have the opportunity through various legislation to increase the amount and quality of child care.

Child care is found in many forms, sponsors, sizes and philosophies in this society. But each form of child care -- part time, full time, after school, home, private, franchise, city, community, parent cooperative and religious sponsored -- needs to be expanded. Obviously in that expansion, good programs must be edified and weak programs must be strengthened. Strategies for the expansion and improvement of child care must include:

A. The concern for creating programs that reflect a multi-ethnic and non-sexist curriculum. All of this realizes that curriculum and skills development differ greatly in the preschool setting. There is little need for the child care or development programs for three- and four-year olds to include "a strong academic component." Yet the culture center must reflect the variety of cultures presented by child and parent and reflect positive sex roles.

B. There is a need for greater cooperation between various programs, centers, styles, common philosophies. The Day Care Crisis Council of the Chicago Area has been a leader in bringing interested parties and programs together. We need to expand the cooperative efforts among

centers, including the sharing of resources. An example of this is a magnet center in Worchester, Massachusetts, which serves a number of centers composed of many ethnic groups, philosophies and styles. At varying times during the week the center brings diverse groups of children together, offering expanded curriculum materials and support resources to the child and staff.

C. Child care center programs must create and recreate developmentally sound curriculum, drawing on community and family resources and bringing outside experts and resource staff into the center. Inservice training must be a part of the program. We have often heard the need for centers to realize that the developmental growth of the child is best obtained with maximum programming for the child's sense of self-concept and security and minimal programming for developing such skills as reading and mathematics.

D. Centers need to pay attention to language needs of both non-English and English speaking students. Programs need to support the natural dialect of language of the child while shaping other language learning.

WORK AND WORKPLACE

The workplace offers both a demand and a great opportunity for expanding the availability for child care facilities. Employers and labor unions have a major responsibility in meeting this need. An example of one successful program is the highly praised Amalgamated Child Day Care and Mental Health Center of the Amalgamated Clothing Workers of Chicago. Programs must meet the needs of working mothers and offer children developmentally sound programs. An increasing number of mothers of small children are working; we must serve these mothers or ignore the over 100,000 children in Chicago who go without day care. These unserved children are frequently looked after by older siblings who, in turn, miss large numbers of school days while sitting with the youngsters. Child care is a requirement of moving this country towards full employment and it needs to be a part of any public service program in terms of both the availability of child care and the creation of new jobs through the training and retraining of child care and community workers. Extended benefits must be offered to mothers and pregnant workers. Finally, for those

women at home, I recommend a program initiated in Sweden where women who have spent years at home with their families have a right to government subsidized training and allowance.

TRAINING AND TRAINING INSTITUTIONS

New and improved preservice and inservice training programs and methods must be created for all levels of personnel concerned with the care and development of the young child. These programs must include:

A. Inservice and preservice programs to make teachers and child care workers more sensitive to the cultural differences, as well as particular lifestyles, needs and attitudes of various ethnic and racial groups.

B. Training institutions must offer programs to make child care workers and teachers more sensitive to the patterns of the various ethnic families they serve. All child helping professionals need to better understand the interaction between parents and children within families.

C. A training program should offer inservice instruction in the various sciences and skills of child development. Good training programs can offer basic skills in child development, language, health, even psychoanalytic theory to make all child helpers more fluent in diagnostic skills. Training centers can also offer them techniques for cooperating with other professionals that surround their institution (i.e., doctors, nurses, social workers, psychologists, etc.). These programs should reflect the often-ignored ability of the lesser educated worker who usually has the capacity and desire to increase his or her skills. Programs must also use the experienced workers of all educational levels whose indigenous skills make them master teachers of applied practice. Training should make the university teacher and researcher realize that the preschool or school teacher can be as good a scientist as they are when it comes to applied practice; the experienced worker should be assured that they can learn from the so-called expert or scientist.

D. Training programs must not be removed from

the everyday practice of child care, welfare and teaching. Researchers and professional educators need to enter into the preschool and schooling setting. The presence of student or intern in the preschool or agency should be an opportunity to offer training to both student and the personnel who serve as teachers to that student.

MEDIA

The past twenty years has seen a vast increase in the impact on children's lives by the media. Studies indicate that the young child may spend as many as 50 hours a week in front of the television. Recently we have come to realize television's vast value as a conveyor of positive social values. Unfortunately, we also have seen negative impact through television's use of violence, commercial and negative social values.

Media concerned with the development of the child should respond to the following:

A. We must continue to research how the media influence the social and intellectual development of children.

B. Media must make better use of the knowledge about race, social attitudes and violence. Standards and regulations to curb violence on television and regulate commercials that are harmful to children should be passed. The Action Committee on Children's Television is a leader in this important work, reflecting a coalition approach to organizing parents around demands to make television better for children.

C. We need to both explore and act on programming that promotes ethnic diversity and responds to the cultural dimensions of learning and development. All media must offer children the opportunity to positively respond to all cultural groups.

D. Media must expand the creative use of television for all children. The success of the Children's Television Workshop (Sesame Street, Electric Company, Zoom and other shows) indicates the desirability of developmentally

sound television productions for children.

E. Television and radio must offer greater access to and input from the community. Access in the area of production (for parents, teachers, children) includes the ability to tell others what is right or wrong about children's lives.

F. Media have impacted greatly on people's parenting skills and perceptions. We now need to know more about how media have threatened minority and working class traditional family styles by convincing the audience that these styles are outmoded and not applicable in this "modern age." Media must respond with more creative and culturally sensitive use of the television, books and other material to instruct parents how to better work with their child's development while supporting and understanding what is right about traditional ethnic family styles.

Because of the impact of other forms of communication, such as books, libraries, curriculum materials, I recommend:

A. Publishers and curriculum specialists must produce more developmentally sound materials (books, games, curriculum tools) for children. Books sensitive to ethnic and minority life must be more readily available to children of all incomes and ages.

B. Better use and exchange of ideas and materials that are culturally sound and racially and sex role sensitive must be achieved by publisher and community. The Chicago Public Library's "Toy Bank" program is an example of the creative use of resources for children.

C. Publishers and manufacturers must allow greater input from communities, researchers and practitioners interested in the production of materials for the child. Community groups,

parents and child welfare programs must move for an interface between their work and interest and the publisher and manufacturer's output.

D. Travelling libraries, theatre companies and other resources of materials for children must be expanded. All children deserve the opportunity to have books, to see plays and to interact with artists, musicians and dramatists.

These recommendations might prove to be particularly relevant for this is a time of great expansion in the demand for children's materials; at the same time, we face a greater and greater impact by the media on the child.

CONSUMER

My final policy recommendations are directed to consumers of child services. Many of these recommendations are generic to the various institutions mentioned above. Some will restate previous demands. It is the consumer -- the parent, the community, ethnic or special interest group, the advocate, the child and the society as a whole -- that must demand and work for more culturally and developmentally sound programs for all children. It is in the interest of this new alliance and new programs that I propose:

A. Consumers must create a strategy for various ethnic and minority groups to coalesce around programs mentioned above. The need for all groups to have culturally sound, increased and improved services for all children is inherent in these future coalitions.

B. This society faces various pathologies affecting different ethnic groups that must be eliminated. Forms of brain damage, cleft lip, mongoloidism, sickle cell, malnutrition and other pathologies tend to affect particular ethnic groups differentially, yet these pathologies can be eliminated through greatly improved prenatal care, nutrition, health and environment for all children. As access to good housing, jobs or food is often denied to poor and lower middle class people in this society, there is a great need for coalitions around the demand for better child care and health programs for all families.

CONCLUSION

I have offered recommendations which I feel will improve conditions of everyday life for all children and families. Some recommendations are painfully simple. Good nutrition, the right to a decent home or job for all families is something this society can and must readily offer.

I am asking for more child care programs and for the improvement of programs concerned with child welfare. In doing that I demand that the programs fairly treat traditional life-styles and culture of all ethnic and minority groups. Past programs have often been callous or ignorant of those children and parents who approach them as "different." They must realize that children and parents bring cultural values to their institutions, and programs must guarantee sound development and equality for all children. We need only to look around and see the unnecessarily ill, the abused or the ignored child to realize our conscience as a nation must be uneasy. Yet, if we were to eliminate the errors and ommissions of our past treatment of children, then our gift today of the happy child will be priceless and our inheritance of a healthy nation will prove to be invaluable.

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